PO 101 Study Guide for Exam 2

Assignment	*Due Date*	*Points*
Multiple-choice and true/false exam	March 21	125
Group take-home essay exam (draft 1)	March 22	150
Group take-home essay exam (draft 2)	April 12	Make up 1/3 of missed points on draft 1
Notes: Please see the Quizzes tab on Brightspace for answers to questions for reading quiz 3 and bonus quizzes 4–6. Moreover, see this folder for PowerPoints for unit 2. PowerPoints for chapter 5 of *American Difference* will be included prior to the exam. Finally, please see the video lectures on chapter 1 and chapter 5 of our textbook.		

Multiple-Choice and True/False Exam (125 Points)

Questions will consist of identification and critical-thinking items about the material in weeks 6–9 on chapters 1–5 of our *American Difference* textbook.

The multiple-choice and true/false exam is worth 125 points, or 12.5% of the overall course grade. These points will be based on your responses to 40 multiple-choice and true/false items (3.125 points each). To integrate **grace**, I will design the exam to contain 43 items, so **you can miss 3 questions before points are deducted from your score**. If students answer 41–43 questions correctly, their score will be capped at 40 correctly answered questions, or 100 percent (125 of 125 points).

The multiple-choice and true/false exam will have a time limit of **43 minutes**, at which time your final submissions will be recorded. Please do **not** refer to your notes, class readings, or any other resources as you work on the exam, available through the Quizzes tab on Brightspace.

During the multiple-choice and true/false exam, I plan to walk around the classroom and observe student screens to deter academic misconduct. If I notice students using an artificial intelligence application or viewing anything other than the Brightspace page, they will lose 35% on part A.

One final note: **If you take the exam late without valid documentation, the deduction will be 35%.**

U.S. Similarities

- Note: Page numbers come from chapters 1–2 of the *American Difference* textbook

- Concept of democracy (pp. 12–18)
    - Please be familiar with the concept map in Prof. Cawvey's chapter 2 lecture
- Definition and varieties of direct democracy (pp. 13, 23)
- Representative democracy, including the classic definition, the procedural definition, and Dahl's discussion of polyarchy (pp. 13–17, 21–22)
- Advantages and disadvantages of direct democracy and representative democracy
- Concepts of authoritarianism and totalitarianism, along with examples (pp. 12–13)
- Definition of advanced industrial democracy (p. 12)
    - What are some ways that scholars measure economic development? Do countries that score high on one measure tend to score high on other measures?
        - Please see Prof. Cawvey's lecture on chapter 2
    - Why should we compare the United States and other countries? (pp. 5–6; see also Prof. Cawvey's study on extraversion and external efficacy) Why are we focusing on comparing politics in the U.S. and other advanced industrial democracies?
        - Please be familiar with Prof. Cawvey's discussion of this question in the lecture on chapter 1
- Definition of comparative politics (pp. 3, 5–6, 31)
- When is research in comparative politics and political science relevant? Put another way, to whom is research in comparative politics and political science relevant?
- Prof. Cawvey's research project in the lecture on chapter 1
    - Attributes of extraversion
    - Definition of external efficacy (see also the section in chapter 4 on civic political culture, pp. 54–57)
    - In which countries are extraverts more likely than introverts to have a higher level of external efficacy? Why might that be the case?
    - In which countries are extraverts less likely than introverts to have a higher level of external efficacy? Why might that be the case?
- Meanings of American exceptionalism (pp. 3–5, 32)

U.S. Exceptionalism and Political Beliefs

- Note: Page numbers come from chapters 3–4 of the *American Difference* textbook
- Definitions of state of nature (p. 33) and natural law
    - Please see the chapter 3 lecture
- Definition of social contract (p. 33)
- Beliefs of John Locke and Jean-Jacques Rosseau, as well as consistency with the American founders (pp. 34–36)

- Further explanations for American exceptionalism (pp. 37–38)
    - Immigration, personality, and political culture
    - Lack of feudalism and socialist movement
    - Reason to keep American exceptionalism: the difficulty of changing the Constitution (requirements for constitutional amendments)
- Path-dependent explanations (p. 37)
    - Please also see discussion and video in the chapter 3 lecture
- Definitions of liberal democracy and social democracy (pp. 39–46)
    - Government spending and taxation
        - Where—a liberal democracy or social democracy—do citizens bear more responsibility to provide for themselves and pay for such services as a higher education?
- Which type of countries tend to be in the Organisation for Economic Cooperation and Development?
    - Please see the chapter 3 lecture
- Definition of political culture (p. 53)
    - What are the components of political culture specified in the chapter 4 lecture?
    - Definition of civic political culture and its components (pp. 54–57)
    - Definition of individualism (pp. 59–63, 64–68)
    - Equality of opportunity vs. equality of outcome (pp. 63–64)
- Definition of political ideology and the range of ideological debate in the United States (pp. 68, 71–73)
- How are American political culture and ideology unique among advanced industrial democracies? What is the relationship between political culture and ideology? How does political culture influence the range of ideological debate in the United States?
    - Please see the chapter 4 lecture

Civil Liberties and Civil Rights

- Note: Page numbers come from chapter 5 of the *American Difference* textbook
- Difference between civil liberties and civil rights (pp. 80–81; see also the chapter sections on each topic)
    - American exceptionalism on this topic (pp. 82–83); please also see the discussion about philosopher John Locke in the part 1 chapter 5 lecture
    - First-generation rights vs. second-generation rights vs. third-generation rights (pp. 83–84)
    - Be familiar with specific civil liberties in the Bill of Rights in the Constitution, including the *D.C. v. Heller* Supreme Court decision on the civil liberty of the right to keep and bear arms; please watch the video in the part 1 chapter 5 lecture
- Civil rights

    - Which U.S. Amendments refer to civil rights and why these are examples of civil rights? (p. 98)
    - Know an example of a civil right in another country's constitution (pp. 95–99)
    - Why is the case of the Little Rock Nine an example of civil rights (video in the part 1 chapter 5 lecture)?
- Outline of Constitution
    - Please see the outline of the Constitution in the part 1 chapter 5 lecture
- Definition of proportionality (pp. 85, 91–92)
    - Definition of precedent
    - Where the United States generally stands on proportionality and why, as well as the two case studies in the part 2 chapter 5 lecture (see also page 79 of the textbook)

Group Take-Home Essay Exam (150 Points)

Whereas the multiple-choice and true/false exam will evaluate your factual knowledge and critical-thinking skills, the essay exam integrates critical thinking and writing as you apply course material and craft your own opinion. You're welcome to utilize a Christian worldview![1]

This is a group assignment. Teams will have two total students unless otherwise specified. Please prepare a **double-spaced, 3+ page paper (Times New Roman font)** in which you answer this thesis question: **In general, would you prefer to live in a liberal democracy or social democracy, and why?** As you answer this question, you will compare, contrast, evaluate, explain, and make a prediction about the United States, liberal democracy, and social democracy. To answer your thesis question, please fully answer **each** of the following questions:

- What public policy choices demonstrate that the United States is a liberal democracy? Consider the policy choices in chapter 3 of *American Difference*—discussed also in the L14 PowerPoint (e.g., Figure 3.1, Figure 3.2, Figure 3.4, Figure 3.5, Figure 3.6, and Box 3.4).
- Consider the public policy choices represented in Figure 3.1, Figure 3.2, Figure 3.4, Figure 3.5, Figure 3.6, and Box 3.4 of our textbook. Would you alter any of these policy choices if you controlled the American government? If so, which ones? Please explain your responses.

[1] The essay exam thus combines multiple student learning goals from the syllabus: "[e]xplain how citizens, civil society, and governmental institutions operate in the American political system, both in contemporary times and historically (communication and critical thinking), "[c]ompare the U.S. political system with political systems in other countries," and "[e]ngage in academic writing, with a focus on American government (communication and critical thinking)."

- Consider your attitudes about liberal and social democracy. What do your attitudes suggest about the consistency of your values, norms, and beliefs with U.S. political culture? Do you support a political ideology of limited government? Please explain your responses, drawing on chapter 3 of *American Difference* on U.S. exceptionalism and chapter 4 on political culture and ideology.
- Why is the United States a liberal democracy instead of a social democracy? To answer this question, please consider explanations from chapter 3 of *American Difference*: philosophical ideas and the timing of democracy, self-selection/personality and culture, lack of feudalism and socialist movement, and the stability of the U.S. Constitution. In your view, are any of these explanations more persuasive than others? Please explain.
- Consider recent political events and trends in the United States, and feel free to conduct additional research to answer this question: Is the United States moving in the direction of social democracy? Why or why not?

Please work with your partner, noting any areas of disagreement on the questions above and avoiding academic integrity violations (including any text re-write artificial intelligence options from your word processor). See the syllabus on Brightspace for details about the academic integrity policy for our class.

Please submit the first draft (150 points) via the Assignments tab on Brightspace by **Saturday, March 22, at 11:59 p.m.** There should be one submission per group. The paper will be accepted late, with a deduction of 12% for 48 hours late and 24% thereafter.

Other deductions for the paper will be as follows:

- -18 points if the paper does not reach the third page (title page not included)
- -9 points if the paper reaches the third page but does not cover 3 full pages (title page not included)
- -18 points for not answering all the questions (please see the first list of bullet points on this page)
- -6 points for other errors in accuracy, depth, logical consistency, quotations, or citations
    - *Accuracy*. Please ensure that your paper is accurate, consistent with the facts of American politics and the content of the *American Difference* book. There will be a deduction for each error in accuracy.
    - *Depth*. Your paper should state not just **what** you think but also **how** and **why** you answered as you did. In other words, explain yourself, providing evidence and logical reasoning for your statements. Moreover, if an example would support your

argument or if an example is implied by your response, please provide the example. There will be a deduction for each error in depth.

- *Logical consistency*. Your argument should be strong and logically consistent. There will be a deduction for each error in logical consistency. Please avoid the following:
  - Unexplained logic (e.g., "this is unwise"; put another way, unexplained logic would lack depth, as discussed above)
  - Incomplete logic (e.g., "this is wise because [insert your preferred political ideology] supports wise decisions"; instead, discuss the wisdom of the position based on its inherent morality or its net benefit to society)
  - Disorganized statements (e.g., lacking an introduction or conclusion or focusing on one topic and then introducing a largely or entirely unrelated matter)
- *Quotations*. The paper should include 0, 1, or 2 quotes of 50 words or fewer. The paper will receive a deduction if more than 2 quotes are used or if one or both quotes contains more than 50 words. **Please demonstrate your understanding of the material by summarizing and evaluating the *American Difference* textbook in your own words.**
- *Citations*. Please include a reference for all sources that you consulted, including the *American Difference* book. In the text, cite the page numbers or chapters for any quotes. I am indifferent to the format of your citation list (e.g., APA, APSA, MLA, or Chicago).

After receiving my feedback, each group should revise their paper and resubmit to earn back up to 1/3 of the missed points. The final draft will be due **Saturday, April 12, at 11:59 p.m.** (Assignments tab). If a group does not submit their paper on time, a deduction of 5% will occur.